



## A Kinesthetic Recycling Lesson

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### CURRICULAR ACTIVITY: Recycling

**Discussion #1:** Recycling Web and Line up: Write a web with recycling in the center. Have students talk about all the things that can be recycled. If they haven't mentioned food add food. Have each child pick one item on the list and then find a place on a line that represents the fastest to decompose and the slowest to decompose.

**Movement Preparation: Warm-up First: Begin with a gentle 3-minute warm-up (see 3D warm-up download). Now expend energy: do a rigorous 3-minute work out (Jumping jacks, pogo jumps, push-ups, hip hop). Now discuss what parts of the body feel "worked out?" What feels different in your body? Why might your body be tired now? What helps you get your energy back?**

**Activity #1:** Erosion Pairs: Movers take turns being the mountain and the wind/rain. One child forms a mountain. The other moves once around the mountain with lots of flow (as the wind and rain). The mover stops in front of the mountain and moves one body part of the mountain to make the mountain smaller and lower (erosion). The mover copies the new mountain statue; the statue then comes to life and flows once around the mountain. Movers continue to alternate between being the mountain and the wind and rain that erode the mountain until both are small "rocks" on the ground. They stand up and repeat the erosion process together, mirroring each other as they recreate the shapes they made moving from big, high mountains to small, low rocks. (Source: Anne Green Gilbert's Brain-Compatible Dance Education, NDA/AAHPERD, 2006.)

**Activity #2:** Composting: Have each pair pick a food. Have one child be the food and the other be the air. Go through the same erosion process described above with that food being the substance that breaks down vs. a mountain. Ask the question: How fast or slow do you imagine that the food decomposes/breaks down?

**Adaptations/Elaboration:** Pairs select different types of food. As they decompose they can play with how the energy level, the size of the imagined food, the shape and level it is positioned in varies with different foods. They can also play with whether the air is hot, cold, or sealed tight to determine how fast the decomposition happens. Finally they can imagine how different parts of the body break down and build up – the cycle of working and recuperating. Play with speeds of breaking down different foods – inside and outside of the body. Fruits and Grains – fast; Fats and Proteins slow.

**COOL DOWN:** Stretch out using CKE's Stretch-out Routine

**DISCUSSION:** What is compost? How is it used? In moving like a mountain or a like food what was different about the decomposing process? What was the same? How is erosion or recycling similar or different to helping your body to recuperate after exercise?

**EVALUATION/ASSESSMENT:** Have children write a summary of what they learned including 1 or 2 questions that they still have. Use a thumbs up or thumbs down check in to end.

